

## LOCKHART SCHOOLS

212 Lockhart Drive  
Lockhart, South Carolina 29364

**GRADES** K-12 Middle School

**ENROLLMENT** 153 Students

**PRINCIPAL** Glenn Hibbard 864-545-6501

**SUPERINTENDENT** Thomas White 864-429-1740

**BOARD CHAIR** Jane Hammett 864-427-7081

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	16	23	4	0

#### IMPROVEMENT RATING:

**GOOD**

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

#### ADEQUATE YEARLY PROGRESS:

**NO**

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Good	Average	N/A
<b>2002</b>	Good	Below Average	N/A
<b>2003</b>	Good	Average	Yes
<b>2004</b>	Good	Good	No

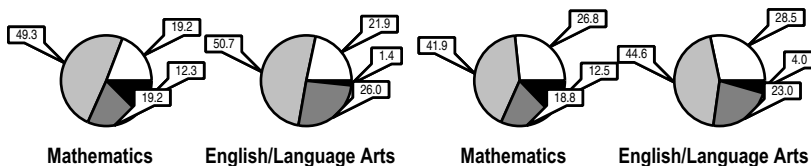
**DEFINITIONS OF DISTRICT RATING TERMS**





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

78.1%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Gender									
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
African-American	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disability Status									
Not Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Socio-Economic Status									
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Full-pay meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A		

Mathematics - State Performance Objective = 15.5%									
All Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Gender									
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disability Status									
Not Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Socio-Economic Status									
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Full-pay meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	Grade 3	N/A	0.0	6.7	46.7	40.0	6.7	46.7
	Grade 4	N/A	0.0	33.3	45.8	20.8	N/A	20.8
	Grade 5	N/A	0.0	25.0	71.4	3.6	N/A	3.6
	Grade 6	N/A	0.0	15.0	40.0	45.0	N/A	45.0
	Grade 7	23	95.7	28.6	57.1	14.3	N/A	14.3
	Grade 8	39	100.0	25.7	45.7	28.6	N/A	28.6
<b>2004</b>	Grade 3	N/A	N/A	10.7	42.9	42.9	3.6	46.4
	Grade 4	N/A	N/A	23.5	35.3	35.3	5.9	41.2
	Grade 5	N/A	N/A	20.0	56.0	24.0	N/A	24.0
	Grade 6	N/A	N/A	17.9	50.0	32.1	N/A	32.1
	Grade 7	23	100.0	21.7	65.2	13.0	N/A	13.0
	Grade 8	25	100.0	27.3	36.4	31.8	4.5	36.4

<b>Mathematics</b>								
<b>2003</b>	Grade 3	N/A	0.0	20.0	33.3	20.0	26.7	46.7
	Grade 4	N/A	0.0	44.0	48.0	8.0	N/A	8.0
	Grade 5	N/A	0.0	21.4	64.3	14.3	N/A	14.3
	Grade 6	N/A	0.0	20.0	25.0	35.0	20.0	55.0
	Grade 7	23	95.7	28.6	42.9	14.3	14.3	28.6
	Grade 8	39	100.0	37.1	22.9	28.6	11.4	40.0
<b>2004</b>	Grade 3	N/A	N/A	14.3	57.1	25.0	3.6	28.6
	Grade 4	N/A	N/A	17.6	64.7	5.9	11.8	17.6
	Grade 5	N/A	N/A	25.0	62.5	4.2	8.3	12.5
	Grade 6	N/A	N/A	10.7	67.9	14.3	7.1	21.4
	Grade 7	23	100.0	26.1	34.8	17.4	21.7	39.1
	Grade 8	25	100.0	22.7	40.9	27.3	9.1	36.4

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 153)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No change	14.6%	14.6%
Retention rate	3.8%	Up from 0.6%	3.1%	3.0%
Attendance rate	95.3%	Down from 96.6%	95.8%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.8%		5.6%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	5.5%		5.2%	5.3%
Eligible for gifted and talented	8.6%	Up from 7.8%	17.4%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.4%	Up from 9.2%	14.6%	13.9%
Older than usual for grade	3.9%	Down from 7.0%	3.6%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.9%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 25)				
Teachers with advanced degrees	60.0%	Down from 62.5%	48.3%	48.7%
Continuing contract teachers	92.0%	Up from 91.7%	85.2%	81.7%
Highly qualified teachers**	100.0%	N/A	90.2%	90.4%
Teachers with emergency or provisional certificates	0.0%		4.2%	5.3%
Teachers returning from previous year	88.1%	Up from 87.1%	87.8%	85.1%
Teacher attendance rate	90.5%	Down from 93.1%	94.8%	94.8%
Average teacher salary	\$42,043	Up 2.2%	\$41,023	\$40,566
Prof. development days/teacher	10.3 days	Up from 7.1 days	10.9 days	11.0 days

School				
Principal's years at school	6.0	Up from 5.0	4.0	3.3
Student-teacher ratio in core subjects	17.5 to 1	Down from 18.4 to 1	22.6 to 1	21.3 to 1
Prime instructional time	83.6%	Down from 88.9%	89.5%	89.3%
Dollars spent per pupil*	\$5,412	Down 12.4%	\$5,655	\$5,821
Percent of expenditures for teacher salaries*	65.8%	Up from 62.2%	62.5%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	90.0%	Down from 91.9%	95.2%	95.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Lockhart Schools continue to make significant academic and artistic progress as well as meaningful contributions to the community. Our accomplishments include: a \$10,000 award for having one of the largest SAT gains in the state; the Palmetto Silver Award (\$2025) for high levels of student academic improvement; the Superintendent's Honor roll Medal earned by 30% of the students in grades 3 -5; participation by 85% of students in service learning activities and other community projects, such as Relay For Life, March Of Dimes, the Salvation Army Food Drive, Miracle Life Mission, etc.; performances and/or participation by 70% of our students in two musical programs, the Arts Festival and a full-length play.

Our school Internet web page provided information about staff, programs, test results, events, and links to testing information, research and state and national educational agencies. Twenty-two new computers were installed in the computer lab. The School Improvement council and teachers continued monitoring and revising the five-year school-renewal plan. Red carpet building level services inspired school and community pride as did the many enhancements made to the baseball/football field, the breezeway, playground and front lawn.

Teachers, staff, and administration worked diligently this year to ensure student achievement and future success. Language Arts Vertical Teams improved communications, set goals, and endeavored to align the curriculum between grades and departments. HSAP - PSAT - SAT vocabulary programs were implemented. Measures of Academic Progress (MAP) and EASE-E Data Analyzer Program assessed achievement of Language Arts and Math standards. An SAT or ACT Internet testing program featured math and verbal components. TESTU was implemented to improve test scores and student achievement. Science skills improved with the utilization of a daily emerge Science program. Writing-Across-the-Curriculum enhanced writing skills. A summer reading program was initiated in grades 9 - 12. A Comprehensive Development Guidance program was put in practice. Strong home/school relationships were fostered by frequent communication relating to teacher/administrator expectations and student performance.

Glenn Hibbard, Principal

Rhonda Lindler, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	24	22	43
Percent satisfied with learning environment	100.0%	77.3%	90.7%
Percent satisfied with social and physical environment	100.0%	90.9%	88.4%
Percent satisfied with home-school relations	87.0%	90.9%	75.6%

\*Only students at the highest middle school grade level at this school and their parents were included.